

2024 Annual Report to the School Community

School Name: Meadowglen Primary School (5286)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 25 March 2025 at 02:18 PM by April Himing (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 25 March 2025 at 02:28 PM by April Himing (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Meadowglen Primary School was opened in 1990 and is situated in Epping, in the local government area of Whittlesea. The school is located in the older, more established part of Epping. New schools are being opened in the Northern corridor, which are absorbing the rapid growth.

We promote high standards in all aspects of school life. Our vision provides inspiration and a clear sense of direction, articulating the type of educational environment the school aims to offer and the outcomes it hopes to achieve for its students. At Meadowglen, we are a collaborative community, committed to life-long learning, personal growth and achievement. Alongside our school vision are our values:

- **Be Respectful:** We show kindness to ourselves and treat others as we would like to be treated. We act with integrity, kindness, compassion, care and respect. We respect diversity and difference enabling us to build an inclusive learning environment.
- **Be Resilient:** We learn and grow from challenging situations. We face challenges with courage and determination. We persist when things are challenging.
- **Be Curious:** We nurture our sense of wonder and curiosity to expand our knowledge and understanding. We are interested and engaged when learning new things. We ask questions and search for answers.
- **Be Safe:** We look after ourselves and each other through the choices we make and the words we use. We move sensibly and safely around the school. We keep our hands and feet to ourselves.

Enrolments over the last four years have been slowly decreasing from 512 in 2021 to 416 in 2024. This could be due to the older demographics and families moving out for more affordable housing. The Student Family Occupation and Education (SFOE) index sits around 0.536. The Student Family Occupation and Education (SFOE) band value is high. 24% of students have English as an additional language, 5% of students are Aboriginal or Torres Strait Islander, 5.5% of students have a disability and are funded for extra support. These students have successful Individual Education Plans and regular Student Support Group meetings to monitor their learning goals. The school also provides Student Support Group Meetings for a significant number of students who have been identified as needing extra support. We have a small number of international students enrolled. Programs offered for overseas students differ depending on the individual needs of the students.

Meadowglen has 41 teaching staff (EFT 33.6) and 16 non-teaching staff (EFT 11.7). A qualified nurse works five days a week. At Meadowglen all Educational Support Staff are timetabled to spend half of recess and all of lunchtime outside. They tag students for support, promote inclusion of all students and provide games, activities, music and sport games. Staff can be proactive with students, using strategies to redirect, guide and provide questioning techniques around our school values. The school employs a social worker four days a week who works with students to provide individual, group and family support. The Social Worker and Student Wellbeing Leading Teacher work side by side to ensure emotional safety and wellbeing supports are being offered. If students require further support, they are referred to external services through the Whittlesea Network Student Support Services team to assist with supporting student learning and/or social-emotional

support. The school provides further wellbeing support by linking students and families with services such as, the school nurse, the dentist van, State School Relief (who provide uniforms for families in need) and the Smith Family (who provide scholarships for students).

The school grounds include a multi-purpose hall, a community room and three buildings containing classroom spaces, open learning spaces, meeting rooms and offices. The grounds include an oval, playground facilities, two gaga pits and a space for quiet relaxation.

Specialist areas for students in Foundation to Year 6 include Performing Art, Visual Art, Science, Italian and Physical Education.

Progress towards strategic goals, student outcomes and student engagement

Learning

Meadowglen Primary School is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence create a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all of their endeavours. At Meadowglen Primary School, our 21st-century curriculum presents students with the opportunity to develop a deep understanding of a range of concepts throughout their school lives. Our broad curriculum is planned and taught sequentially, allowing students to have ownership in all aspects of their learning. Meadowglen Primary School curriculum is framed by the Victorian Curriculum 2.0 F-10 framework and incorporates the eight key learning areas of The Arts, English, Health and Physical education, The Humanities, Languages, Mathematics, Science and Technologies. The capabilities of Critical and Creative Thinking, Ethical, Intercultural and Personal and Social are also embedded into our curriculum programs. The use of Information and Communication Technology (ICT) is integrated across the curriculum to support the improvement of teaching and learning outcomes. At Meadowglen Primary School, class time is structured into a weekly timetable, each day is broken into six fifty-minute sessions.

The above data encapsulates the collective efforts, accomplishments, and growth that have characterised Meadowglen Primary School throughout the past year. Teacher judgements are where the teachers make evidence-based judgements against the Victorian Curriculum achievement standard and determine scores that accurately reflect where the student is located on a learning continuum for curriculum areas during the reporting period. Teachers at Meadowglen Primary School complete student reporting profiles for both Literacy and Numeracy, which helps them know the achievement standards and triangulate the available data sets.

On teacher judgement, the percentage of students working at or above expected standard in English was 67.8%. In Mathematics it was 64.4%. Based on teacher judgements, the results in Mathematics showed a slight improvement while English remained consistent from the 2023 data.

NAPLAN

The NAPLAN proficiency standards include 4 proficiency levels for each assessment area at each level.

Exceeding: the student's result exceeds expectations at the time of testing.

Strong: the student's result meets challenging but reasonable expectations at the time of testing.

Developing: the student's result indicates that they are working towards expectations at the time of testing.

Needs additional support: the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

In relation to the NAPLAN domains, the following school results were achieved.

Reading:

- Year 3 Reading: The school percentage of Year 3 students in the Exceeding and Strong proficiency levels was 35.6% which was lower than similar schools at 54.3% and lower than the state at 68.7%.

- Year 5 Reading: The school percentage of Year 5 students in the Exceeding and Strong proficiency levels was 59.4%, lower than similar schools at 59.9% and the state at 73.0%

Numeracy:

- Year 3 Numeracy: The school percentage of Year 3 students in the Exceeding and Strong proficiency levels was 25.4% which was lower than similar schools at 48.4% and lower than the state at 65.5%.

Year 5 Numeracy: The school percentage of Year 5 students in the Exceeding and Strong proficiency levels was 50.7%, lower than similar schools at 52.2% and the state at 67.3.0%

Wellbeing

A goal in our school strategic Plan from 2020 - 2024 was to develop and implement a whole school wellbeing strategy. The strategy that has been developed outlines all the ways the school promotes wellbeing, engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in the school. We recognise that student learning and wellbeing are closely linked, and both must be addressed to create optimal conditions for learning growth. Our goal is to have a high level of student wellbeing, whereby students are socially responsible, motivated, engaged and resilient with a strong sense of connectedness to their peers, school, teachers and communities.

The following outlines the programs, projects and processes that we have in place to support wellbeing. These are all initiatives that we have investigated, implemented and embedded into our school culture over the last four years:

- Berry Street Educational Model
- Respectful Relationships Program
- Restorative Practices
- To Infinity and Beyond (Start up Program)
- Buddy Program

- Clubs and Extra-curricular Activities
- Student Leadership Program
- Evolve - Online safety
- AIP Working Groups
- Counselling and Support
- Student Support Services
- State Schools Relief
- MALPA - Friends on a journey program
- Smith Family Transition Program
- Social Stories
- Whole School Behaviour Management Program
- Hampers for Families
- Breakfast Club

Our school values are part of our everyday culture and 'lived' through our interactions with students and the community. They underpin all the programs, projects and processes in our wellbeing strategy.

At the end of each school year our staff work together to exchange information and discuss the needs of all of our students. The exchange of information is based on the significant amount of data collected on our students through the National Consistent Collection of Data (NCCD) analysis that is completed each year. This enables staff to plan and make necessary adjustments to support the overall wellbeing of all the young people they work with from the outset of the school year. The school uses Student Maps on Accelerus to show a snapshot of each student's NCCD data. Teachers used this tool during handover to add specific notes about each student and the external services they access.

At Meadowglen all Education Support Staff were timetabled to spend half of recess and all of lunchtime outside. They tag students for support, promote inclusion of all students and provide games, activities, music and sports equipment. Staff are able to be proactive with students, using strategies to redirect, guide and provide questioning techniques around our school values. The school employs a social worker four days a week who works with students to provide individual student, group and family support. The Assistant Principal, Student Wellbeing Leading teacher and the School Social Worker work side by side to ensure emotional safety and wellbeing supports are being offered. If students require further support, they are referred to our external services through Whittlesea Network Student Support Services team, to assist with supporting student learning and/or social-emotional support. They are referred to the psychologists and speech pathologists from the Student Support Services team to assess their learning. The school provides further wellbeing support by linking students and families with services such as, the school nurse, the dental van, State Schools Relief (who provide uniforms for families in need) and the Smith Family.

Engagement

Several initiatives were undertaken throughout 2024 to support student's engagement. At the beginning of the year, teaching staff further developed a positive start to the school approach called To Infinity and Beyond. This gives children a chance to voice their thoughts, feelings, and opinions on how they believe their classroom should look, feel, and sound. Staff and students worked together to create agreed protocols, expectations and routines in the classroom and playground settings. The school continued to develop student voice, agency, and leadership strategy over the year through our AIP Working Group where staff meet regularly to implement and monitor the actions from our Annual Implementation Plan (AIP).

It was very pleasing to have our students attend camps at Golden Valley Adventure Camp (Year 4 and 5) and Camp Angahook (Year 6). School events such as the Mini Fair, Family Fun Night, Footy Day, Fun Run and our fortnightly assemblies were extremely well attended by students and their families. The school also made a very targeted effort to communicate regular updates regarding upcoming events through several communication avenues.

Based on the data, the school average number of absence days was 22.7, which is lower than similar schools at 25.7 and slightly above the state average at 21.8. Common reasons for non-attendance were illness and extended family holidays. Meadowglen continued with consistent processes in which teachers contact any family with a child absent for three days in a row. Any family who intends on being absent for more than ten school days was required to have a conversation with a member of the school leadership team to develop a student absence learning plan (SALP). The students are provided with work to do while they are away.

During 2024 we worked hard to support staff and develop a positive school climate. As reported in our 2024 Annual School Staff survey: the percentage of positive responses (agree or strongly agree) on positive endorsement by staff on school climate has increased from 65% in 2023 to 82.8% in 2024. Similar schools were at 72% and the state was 77.7%.

Collective Efficacy has increased from 66% in 2023 to 83% in 2024.

Staff trust in colleagues has increased from 75% in 2023 to 93% in 2024

Providing a guaranteed and viable curriculum has increased from 70% in 2023 to 92% in 2024.

Other highlights from the school year

The school has worked hard to rebuild community engagement. Community Engagement plays a crucial role in fostering a vibrant and supportive environment. It is crucial in building strong relationships and active partnerships between the school and the community. It helps to strengthen students' participation and engagement in school. Below is an outline of the ways in which we are building community engagement.

Fortnightly newsletters provide families with updates of what is happening in the school. The Assistant Principal provides a teaching and learning update and a wellbeing update. Classroom teachers and Specialist share snippets of classroom activities and special celebration days.

Parent/Teacher/ Student conferences allow families to have the opportunity to discuss their child's progress and goals with the teacher. Students have the opportunity to share their work.

Open Mornings, where parents are invited into the school to participate in activities.

Each fortnight the school holds a school assembly where the whole community is invited to attend. The school captains run the assembly. Allocated cohorts share their work or celebrate a success. Students are recognised for their achievements and are presented with awards. Parents are notified prior to the assembly if their student is performing or receiving an award.

Using our school Xuno platform for communication ensures that parents are promptly informed about school updates, student attendance, and any concerns, facilitating proactive engagement. School leadership are in the yard every morning and class teachers and specialists are at the gates every afternoon. This allows for informal chats and the opportunity to welcome our families.

The school holds open days for prospective parents and students to visit the school, interact with the teachers and get a feel for the school.

Camps provided the opportunity for students to participate in extracurricular activities and new experiences. Foundation to Year 3 students participated in events such as breakfast, lunch and dinners at school. This supports progression to the external camping program which begins when students are in Year 4. Our Foundation, Year 1 and Year 2 students participated in swimming lessons. Foundation students celebrated 100 days of school and our year six students celebrated their graduation. Community Engagement A variety of special events were held during the year, these included NAIDOC Week, Harmony Week, Italian Day, Wellbeing Week, Science Week, Writers Festival, Fun Run and Book Week. These special events allow students to immerse themselves in culture and diversity and showcase their talents, promoting engagement with their peers and school community. Student feedback indicated that the students appreciated the increased number of whole school events and activities.

Financial performance

The financial management of the school is effective and transparent. The school has clear processes and procedures in place for the financial management of the school in line with DET guidelines and policies. The School Strategic Plan along with the Annual Implementation Plan continued to provide the framework for the allocation of funds to support priorities and programs. The school finished 2024 in surplus, in both the SRP credit and cash components. A substantial portion of our equity funding supported Meadowglen Primary School students directly by ensuring everyone had the necessary school uniforms, books and stationary items. It also ensured students had access to school excursions and our year 5/6 elective program. The funding also supported Breakfast Club, which operates five mornings a week, a social worker, a school nurse and additional Education Support staff who are outside of the current allocation. The school was able to provide a swimming program for our students in Foundation to Year 2 through funding via our SRP. Tutor Learning Initiative funding was used to employ a staff member and four student teachers to support students. This initiative is designed to address the continued impact of the COVID-19 pandemic on student learning and engagement in Victoria. The initiative allowed our school to provide students with targeted learning support.

For more detailed information regarding our school please visit our website at www.meadowglenps.vic.edu.au

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 435 students were enrolled at this school in 2024, 221 female and 214 male.

26 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

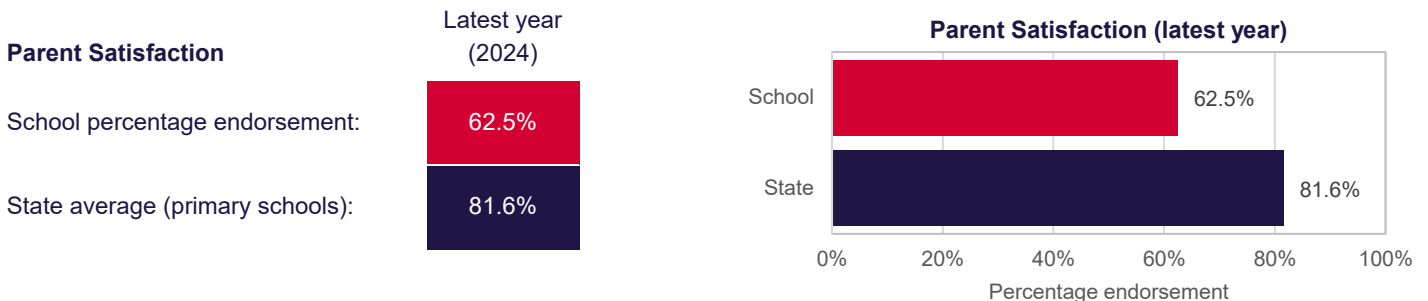
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **High**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

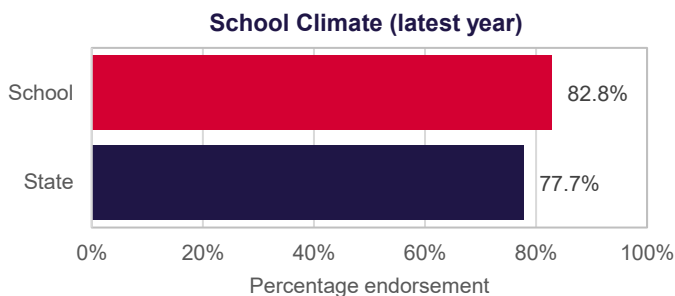


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey. Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

	Latest year (2024)
School Climate	
School percentage endorsement:	82.8%
State average (primary schools):	77.7%



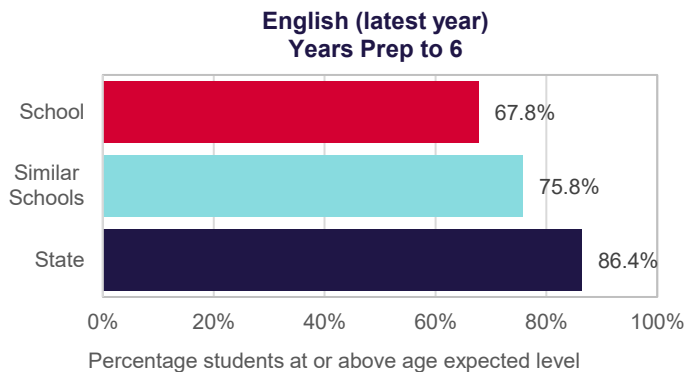
LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

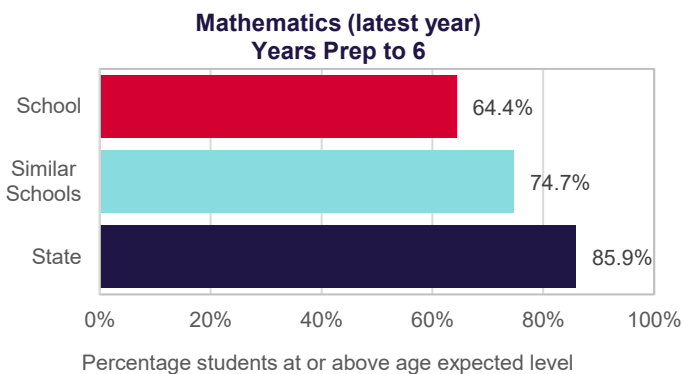
Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

	Latest year (2024)
English Years Prep to 6	
School percentage of students at or above age expected standards:	67.8%
Similar Schools average:	75.8%
State average:	86.4%



	Latest year (2024)
Mathematics Years Prep to 6	
School percentage of students at or above age expected standards:	64.4%
Similar Schools average:	74.7%
State average:	85.9%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

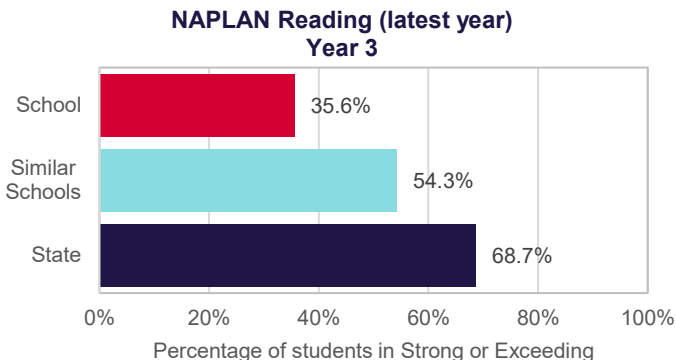
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

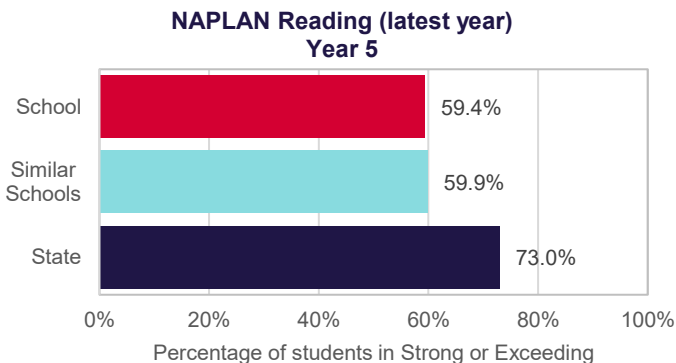
**Reading
Year 3**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	35.6%	41.4%
Similar Schools average:	54.3%	55.8%
State average:	68.7%	69.2%



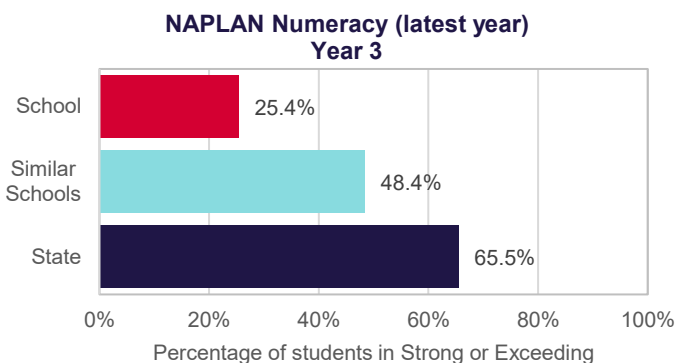
**Reading
Year 5**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.4%	62.0%
Similar Schools average:	59.9%	63.8%
State average:	73.0%	75.0%



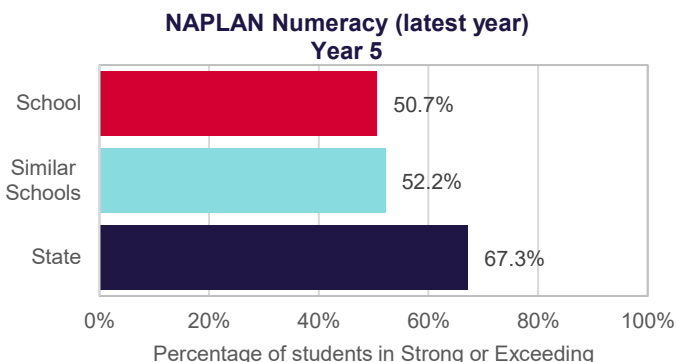
**Numeracy
Year 3**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	25.4%	38.3%
Similar Schools average:	48.4%	51.5%
State average:	65.5%	66.4%



**Numeracy
Year 5**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.7%	49.6%
Similar Schools average:	52.2%	52.4%
State average:	67.3%	67.6%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

**Reading
Year 3**

(2022)

School percentage of students in the top three bands:

57.1%

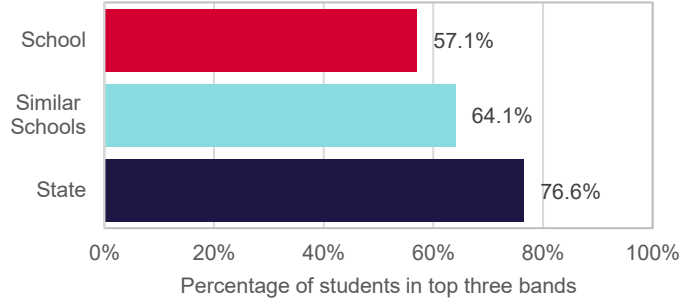
Similar Schools average:

64.1%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

(2022)

School percentage of students in the top three bands:

47.1%

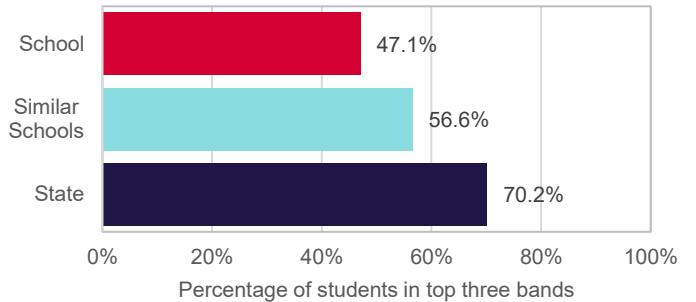
Similar Schools average:

56.6%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

(2022)

School percentage of students in the top three bands:

44.2%

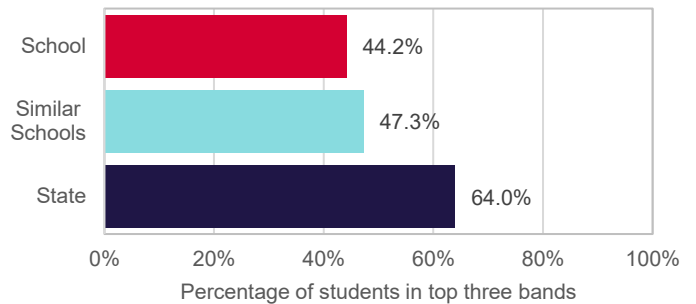
Similar Schools average:

47.3%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

(2022)

School percentage of students in the top three bands:

38.6%

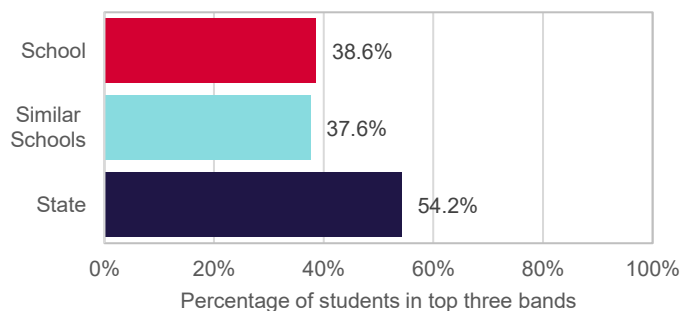
Similar Schools average:

37.6%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



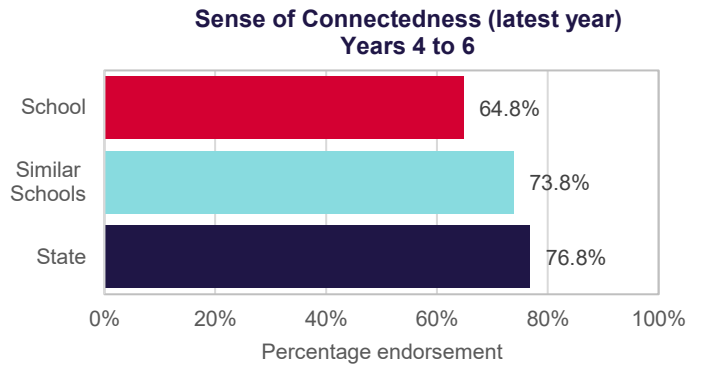
WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

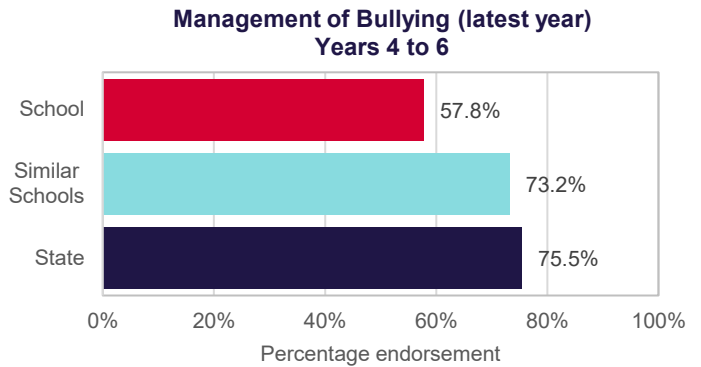
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	64.8%	69.0%
Similar Schools average:	73.8%	75.8%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	57.8%	64.6%
Similar Schools average:	73.2%	74.5%
State average:	75.5%	76.3%



ENGAGEMENT

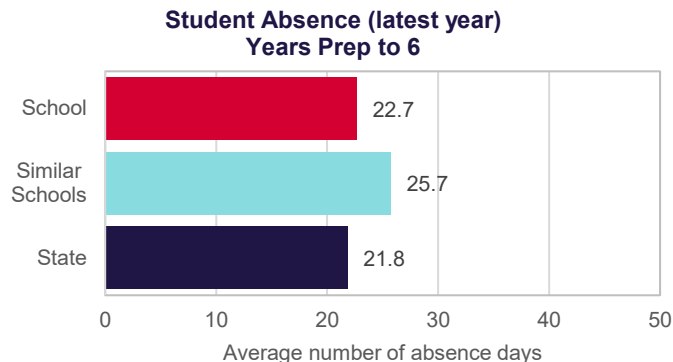
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	22.7	23.1
Similar Schools average:	25.7	24.2
State average:	21.8	20.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	92%	88%	88%	90%	88%	87%	87%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$5,053,377
Government Provided DET Grants	\$941,235
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$78,935
Locally Raised Funds	\$143,099
Capital Grants	\$0
Total Operating Revenue	\$6,216,647

Equity ¹	Actual
Equity (Social Disadvantage)	\$779,824
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$779,824

Expenditure	Actual
Student Resource Package ²	\$4,799,923
Adjustments	\$0
Books & Publications	\$3,480
Camps/Excursions/Activities	\$91,525
Communication Costs	\$6,752
Consumables	\$101,597
Miscellaneous Expense ³	\$25,348
Professional Development	\$22,585
Equipment/Maintenance/Hire	\$176,548
Property Services	\$217,391
Salaries & Allowances ⁴	\$18,738
Support Services	\$227,832
Trading & Fundraising	\$26,742
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$69,716
Total Operating Expenditure	\$5,788,176
Net Operating Surplus/-Deficit	\$428,471
Asset Acquisitions	\$51,193

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$1,393,379
Official Account	\$26,979
Other Accounts	\$0
Total Funds Available	\$1,420,358

Financial Commitments	Actual
Operating Reserve	\$165,544
Other Recurrent Expenditure	(\$1,271)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$38,731
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$250,000
Maintenance - Buildings/Grounds > 12 months	\$250,000
Total Financial Commitments	\$703,004

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

